

# Curriculum Policy

<b>Review Date</b>	October 2015	<b>Leader of Policy Review</b>	Mr. S. Budgen
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## Aim

The curriculum is a vehicle through which we seek to maximise the learning outcomes for every learner. The outcomes are classified as being both academic in nature, as recognized through the awarding of qualifications, and personal, with regard to the development of “well rounded” individuals willing and able to both recognise and play full and active parts in society and thereby serve as role models for their peers. Through the curriculum we will address the well-being of young people, addressing issues of social justice as well as challenging social stereotypes.

The curriculum which is provided at Hawarden High School is broad and balanced but also personalised and inclusive, to meet the needs of every individual wherever possible. We recognise that the success of our work supports pupils’ progression, retention, motivation and, therefore, behaviour and attendance.

In establishing our curriculum the Governing Body has regard to the National Curriculum in Wales and the requirements, including the Learning and Skills Measure (Post 14 and Post 16).

## Principles

The principles of curricular provision throughout the school are:

- To maximise standards for every student
- to offer the best opportunities to every student
- to offer equal opportunity to all students
- to provide a curriculum which allows each individual to achieve his / her full potential through maximizing their engagement
- to lay a broad foundation in Key Stage 3 developing the personal learning and thinking skills of all learners.
- to condense Key Stage 3 allowing more time where required to maximize achievement at Key Stage 4
- to allow increasing elements of choice through Key Stage 4 and post 16
- to adjust curriculum provision, personalising as appropriate for individual students

## Delivery

- Subjects are grouped in faculties (see below). This arrangement is designed to promote joint projects, the sharing of good practice, and to support our consultation and self-evaluation processes.
- Pupils are grouped in the manner which is most appropriate, having regard to the age group and nature of the subject being taught.
- Subjects are taught by staff who are appropriately qualified.
- All staff benefit from a programme of professional development to ensure that their knowledge and skills remain up to date. This includes regular opportunities to share good practice.

## Faculty structure:

<b>Communications:</b>	English Language, English Literature and Media
<b>Community and Services to People:</b>	Child Development, Health & Social Care, Law, Sociology, Politics, Psychology and Welsh Bacallaureate
<b>Creative and Performing Arts:</b>	Art, Drama, Music, Physical Education and Sport
<b>Mathematics:</b>	Mathematics, Numeracy and Further Mathematics
<b>Science:</b>	Science, Biology, Chemistry and Physics
<b>Cymru, Ewrop a’r Byd:</b>	French, Geography, German, History, Religious Studies, Welsh and LaND
<b>Technical and Vocational:</b>	Business Studies, Computing, Design Technology and ICT

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**Personal and Social Education, including Work Related Education**, is not delivered on a discrete basis. The programme is co-ordinated by an Assistant Headteacher and is delivered by tutors under the guidance of Heads of House and Director of Sixth Form, supported by representatives of external groups. The programme is delivered through a rolling programme of timetable suspensions and calendared theme days.

## Provision

### National Curriculum – Key Stage 3

This Key Stage covers Years 7, 8 and 9. The subjects studied and time allocations are set out below:

Year	7	8	9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Art	1	1	1
Drama	1	1	1
French/German	2	2.5	2
History / Geography	2	2	2
IT/Computing	1	1	1.5
LaND	1	1	0.5
Music	1	1	1
PE / Games	2	2	2
RE	1	1	1
Technology	2	2	2
Welsh	2	1.5	2
<b>Total hours</b>	<b>25</b>	<b>25</b>	<b>25</b>

### National Curriculum – Key Stage 4

This Key Stage covers Years 10 and 11. All students benefit from a broad and balanced curricular experience. The school is committed to meeting fully the requirements of the Learning and Skills Measure (Wales) and to the provision of a wide range of general (academic) and vocational option choices, both at this school and, through collaboration with other local learning centres, elsewhere (subject to timetable compatibility and logistical considerations, including transport availability).

Pupils who are the subject of Statements of Special Educational Need, and those entering the school during Key Stage 4 for whom there is a limited match with the school's Key Stage 4 curriculum may, at the Headteacher's discretion, be permitted to 'opt out' of certain subject areas and undertake additional activities.

Full details are published in the Year 10 Options booklet each year, and include the following features:

- All students study the core subjects of the national curriculum are studied – English Language and Literature, Welsh, Mathematics and Numeracy, Science and PE
- The statutory subjects (RE, sex and relationships education, careers education, personal and social education and work related education) are delivered through discrete lessons and a crosscurricular approach
- A wide choice from a broad and balanced range of options (including vocational) is offered to all students, and these lead to approved qualifications at the appropriate level for each learner
- Wider learning consisting of the skills, knowledge, values and experiences needed by 14 to 16 year-olds is delivered through a cross-curricular approach

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## Post 16 Study - The Sixth Form

The Sixth Form curriculum aims to provide all students with an individually tailored learning pathway. Full details are published in the Post-16 Prospectus each year, and include the following features:

- A wide choice of relevant courses at level 3 are available for all students
- The options menu contains a range of choices (including vocational) from all five learning domains
- The statutory subjects; RE, sex and relationships education, and careers education and guidance are delivered through discrete lessons and a cross-curricular approach
- Wider learning consisting of the skills, knowledge, values and experiences needed by 16 to 19 year-olds is delivered through a cross-curricular approach

## Class Groupings

When pupils first enter Hawarden High School they are placed in either mixed ability, or setted groups which reflect their ability in a specific subject. All pupils are taught in age appropriate groups with the Key Stage 3 group size averaging approximately 24 and Key Stage 4 group size slightly less.

Setting is used on an increasing basis as pupils progress into Key Stage 4. When it is thought advisable, some pupils may be withdrawn from main teaching groups to form small groups in which they can receive more individual attention and compensatory education. Every effort is made to help these pupils reach standards at which they can re-enter main teaching groups with confidence.

All Year 7 pupils are tested upon entry into the school using N.F.E.R.(CATs) testing materials. Information gained from this exercise is used as a means of monitoring individual pupil progress and to identify pupils who may need additional support. These tests are repeated at the end of Year 9 to provide refined information to support target setting in Key Stage 4.

## Curriculum Development

The curriculum is kept in constant review. The aim is to evaluate current provision and adapt as necessary, with regard to local needs and national developments, always with a view to maximizing engagement and outcomes.

## Monitoring of Delivery

The school's self-evaluation processes involve all staff in seeking information from a range of stakeholders, including pupils, their parents and staff. The process also includes lesson observation involving all faculty staff on an annual basis and the scrutiny of pupils' work to ensure that judgements are based upon first hand evidence. A timetable of such activities is incorporated into the school calendar.

This information is used to enhance both the educational opportunities and the quality of pupils' experiences.

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